

Student Learning Outcomes

ECE-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

AS degree in Early Childhood Education

Certificate of achievement

Core skills certificate

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

Program Learning Outcomes

- 1 Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
- 2 Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for *all* young children.
- 3 Apply effective guidance and interaction strategies that support *all* childrens social learning, identity and self-confidence.
- 4 Develop strategies that promote partnerships between programs, teachers, families and their communities.
- 5 Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Core skills certificate recipients demonstrate the program learning outcomes at Blooms knowledge and understanding levels. Students earning the certificate of achievement not only have more content in the ECE discipline but demonstrate the program learning outcomes at Blooms apply and analyze levels. Students earning AS degrees have achieved Blooms evaluate and create levels in their achievement of ECE program learning outcomes.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

For example, one SLO for ECE112 is:

- ☞ Critically assess community support services and agencies that are available to community and families.

Students in ECE112 select a support service or agency in Marin county that is available for families. They gather information about that agency, write a paper describing the services and eligibility requirements for the selected service or agency, and make an oral presentation to the class about the selected support service or agency.

ii. Scientific and Quantitative Reasoning

For example, one SLO for ECE110 is:

- ☞ Using investigative research methodologies, apply developmental theory to the analysis of child observations, surveys, and/or interviews

Students conduct naturalistic observation of a child and use the running record method to record their data. They then use the data from the running record to assess that child's development in relation to the information learned in the course relative to that particular age child.

iii. Critical Thinking

For example, one SLO for ECE112 is:

- ☞ Synthesize and analyze research regarding social issues, changes and transitions that affect children families, and evaluate their current impact on children, families, schools and communities.

Students select a topic related to how media influences children. They research that topic and create a newsletter for parents that includes:

- Facts
- Issues and concerns
- What parents and teachers can do
- Further recommendations and insights
- References (in the newsletter for parents and teachers to use)

iv. Problem Solving

For example, one SLO for ECE112 is:

- ☞ Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.

Students select a topic on which families often seek or need advice regarding their childrens development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

v. Information Literacy

For example, one SLO for ECE112 is:

- ☞ Critique strategies that support and empower families through respectful, reciprocal relationships, and involve all families in their childrens development and learning.

Students select a topic on which families often seek or need advice regarding their childrens development and learning (a problem). Students find at least 3 articles that purport to give advice to parents related to the selected problem topic. They then summarize, critique and compare those articles.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication

ECE112

ii. Scientific and Quantitative Reasoning

ECE110

iii. Critical Thinking

ECE112

iv. Problem Solving

ECE112

v. Information Literacy

ECE112

III. Course Level Outcomes:

1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?

The 8 core courses in the discipline as well as two others have well developed SLO in the course outlines of record. The rest of the courses in the discipline are to be updated this Spring and Fall. Student Learning Outcomes are an important part of the updates being done. Currently, the courses needing updating have been divided among the full and part time faculty. Course revisions for those to be submitted to Curriculum Committee this Spring are due back to the ECE Coordinator by March 1.

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

95%

3. Assessment:

i. How often do you assess these SLOs?

Assessment of SLO is conducted each semester. Students are required to submit assignments or participate in in-class exercises to demonstrate achievement of the course level SLO.

3. Assessment:

ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.

The first ECE program level SLO most closely supports College Learning Outcome 3:

- 1 Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.

This SLO has been assessed at the course level in ECE101. A student assignment reflecting this SLO is the Child Observation assignment. Students must observe a

child between 0 and 6 years old and describe what the behaviors you observed tell you about the child's development.

The average student score from two sections of ECE101 in Fall 2009 was 84%.

3. Assessment:

iii. What improvements have you made or do you plan to make in the future?

Analysis of project scores revealed that students who did not master the first task of creating a running record while observing a child did significantly worse in the critical thinking task of analyzing the observed behavior for indications of development. In Spring 2010, the assignment was revised to have students conduct an observation using the running record method early in the semester. That record will be turned in and assessed by the instructor. Students with satisfactory running records can then use that record as the basis of their critical thinking SLO assessment assignment. Students whose running records are not satisfactory will receive specific feedback on how to improve and given another chance to conduct a running record observation to collect the data needed for the critical thinking SLO assessment.

3. Assessment:

iv. What do you plan to assess this year? Who will you assess? How will you assess?

The course level SLO in all ECE classes with clearly articulated SLO will be assessed this semester using a variety of methods. All students in those classes will be assessed. Methods of assessment range from in class test through in-class exercises and presentations to cumulative projects designed to assess multiple SLO.